ePDP

The Professional Development Plan At-A-Glance
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<td>Sue Gorud</td>
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<tr>
<td><a href="mailto:sgorud@madison.k12.wi.us">sgorud@madison.k12.wi.us</a></td>
<td></td>
</tr>
<tr>
<td>608.442.2921</td>
<td></td>
</tr>
<tr>
<td><strong>MMSD PDP Information Page:</strong></td>
<td></td>
</tr>
<tr>
<td>mmsd.org/org</td>
<td></td>
</tr>
</tbody>
</table>
Purpose of the PDP

The Professional Development Plan is the basis for license renewal for an educator who has completed an approved educator preparation program after August 31st, 2004. The purpose of the PDP as the requirement of a Professional Development Plan for license renewal is to provide evidence of a commitment to job-embedded, professional growth for educators linking directly to student learning results. The PDP process is designed to guide the educator in his/her professional development and growth throughout his/her professional career in education.

The PDP process is driven by a sequence of reflective activities that prompt the educator to think about his/her instruction and assess the impact of that instruction on student learning. The process needs to be aligned with the appropriate Wisconsin Educator Standards to ensure the fidelity of the process. The PDP process also aligns the Wisconsin Educator Effectiveness System.

PDP and Educator Effectiveness Plan

The PDP is a long term goal based on a 3 to 5 year timeline. The Educator Effectiveness Plan includes yearly practice goals and goals for student learning that provide evidence for your longer-term Professional Development Goal. When planning your Professional Development Plan and Educator Effectiveness Plan, work to streamline these plans by aligning the goals.
### DPI Recommended PDP Timeline for Initial Educators

<table>
<thead>
<tr>
<th>Employment/Licensure Cycle</th>
<th>Time Frame</th>
<th>Component</th>
<th>Description</th>
<th>PDP Form and Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Year one of your employment/licensure cycle</td>
<td>Preparing to write the PDP: Reflection</td>
<td>The first year of employment is for reflection, selection of your goal(s), and formulation of your PDP</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Year two between June 1 of year one and January 1 of year two (review of the PDP goal by PDP team members must be completed within 60 days of receipt of the goal)</td>
<td>Writing the plan components: submission of goal to PDP team for goal approval</td>
<td>Write and submit your PDP goal to a PDP team for goal approval. You are responsible for initiating this review with the PDP team. If you have identified more than one goal, you must follow Step II; Sections A-E for each goal</td>
<td>Step II: Sections A-E</td>
</tr>
<tr>
<td><strong>Goal approval by PDP team</strong></td>
<td>Between January 15 and June 1 of your employment/licensure cycle</td>
<td>Goal revisions</td>
<td>If a two-thirds majority of the PDP team does not approve your goal, comments are given, and you must resubmit your</td>
<td>Step II: Sections A-E (revisions)</td>
</tr>
<tr>
<td>Years 2, 3, 4</td>
<td>Each year of the licensure cycle except for the first and final</td>
<td>Reflection and documentation of annual review</td>
<td>Review your PDP annually. A reflection summary and any revisions to your goal(s), objectives, and activities must be written each year of your licensure cycle. These annual reviews and reflections are submitted to the PDP team as part of your completed PDP.</td>
<td>Step III</td>
</tr>
<tr>
<td>Years two, three, and four by April 1 during years two, three, and four of your employment / licensure cycle</td>
<td>Approved goal revisions</td>
<td>If there are substantial revisions to your approved PDP goal, you must submit the revised goal to the PDP team each year substantial revisions are made for approval</td>
<td>Step III (revisions)</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>By January 15 of year five in your employment / licensure cycle</td>
<td>Documentation of completion of the plan</td>
<td>Document your completed PDP and submit your approved and signed Goal Approval Form and PDP to the PDP team for their review and verification</td>
<td>Step IV</td>
</tr>
<tr>
<td>By April 1 of year five in your employment / licensure cycle</td>
<td>Verification of completion of the plan by the PDP team</td>
<td>The PDP team will review your PDP and verify documentation of</td>
<td>PDP Verification Form</td>
<td></td>
</tr>
<tr>
<td>Before June 1 of your employment/licensure cycle</td>
<td>Completion plan revisions</td>
<td>If a two-thirds majority does not verify your plan, comments are given, and you must resubmit your revised completion plan to a PDP team for verification</td>
<td>PDP Step IV (revisions)</td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------</td>
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</tr>
<tr>
<td>June 1 of year five in your employment/licensure cycle</td>
<td>Notify DPI</td>
<td>Submit the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for a Professional Educator license</td>
<td>PDP Verification Form</td>
<td></td>
</tr>
</tbody>
</table>

**DPI Recommended Guidelines for a...**

**4 year PDP Timeline**

<table>
<thead>
<tr>
<th>Year 1 of the PDP*</th>
<th>Reflection and submission of goal for approval in spring of the first year (June target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 of the PDP</td>
<td>Implementation of activities/documentation of annual review/inclusion of any revisions to plan</td>
</tr>
<tr>
<td>Year 3 of the PDP</td>
<td>Implementation of activities/documentation of annual review/inclusion of any revisions to plan</td>
</tr>
<tr>
<td>Year 4 of the PDP</td>
<td>Documentation of activities completed in fall/completion of all evidence with narrative/submission of plan for verification (January-April)</td>
</tr>
</tbody>
</table>
## 3 Year PDP Timeline

<table>
<thead>
<tr>
<th>Year 1 of the PDP*</th>
<th>Reflection and submission of goal for approval in spring of the first year (June target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 of the PDP</td>
<td>Implementation of activities/documentation of annual review/inclusion of any revisions to plan</td>
</tr>
<tr>
<td>Year 3 of the PDP</td>
<td>Documentation of activities completed in fall/completion of all evidence with narrative/submission of plan for verification (January-April)</td>
</tr>
</tbody>
</table>

*The timeline for a PDP is dependent upon when, in the licensure cycle, an initial educator obtains regular employment status.

We strongly encourage that educators extend activities throughout the five year licensure cycle. Please remember that upon completion of a three year plan, the educator must submit 3-5 pieces of evidence that document professional growth and the effect on student learning. Successful completion of a three year plan entails significant planning and a demanding schedule for the completion of activities and the generation of substantive evidence that would lead to verification. If three years of regular employment are not obtained during the initial educator licensure cycle, the Initial Educator license may be reissued in order to allow for the completion of the plan and the required years of experience.

If an educator did not attain 3 years of regular employment during the Initial Educator licensure cycle, the Initial Educator license can be reissued.

If an educator did not attain 5 years of regular employment during the Professional Educator license cycle, the Professional Educator must complete six semester credits to renew the Professional Educator license.

<table>
<thead>
<tr>
<th>School Years</th>
<th>Employment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year your license expires:</td>
<td></td>
</tr>
<tr>
<td>Year you received license:</td>
<td></td>
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</tbody>
</table>
The Professional Development Plan at-a-glance

Description of School and Work Situation:

Goal:
I will __________ so that students will ____________ as measured by ______________.

Write a rationale and select 2 WI Teaching or Pupil Service Standards you will focus on to meet your goal.

How will you document your own professional growth?
How will you document you students’ growth?

<table>
<thead>
<tr>
<th>Objective 1 (Learning)</th>
<th>Activities</th>
<th>Timeline</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2 (Implementing)</th>
<th>Activities</th>
<th>Timeline</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3 (Analyzing)</th>
<th>Activities</th>
<th>Timeline</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</table>

**Goal Approval**

*Initial Educators* submit the above plan for approval before continuing. Their goal and plan for achieving the goal must be reviewed by PDP Team of 3 members, and approved by at least a majority (2 out of 3) of the PDP team.

*Professional Educators* do not submit the plan for approval and continue to complete their PDP.

<table>
<thead>
<tr>
<th>Annual Reflections</th>
<th>Year 2</th>
<th>Revisions to plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 3</td>
<td>Revisions to plan</td>
</tr>
<tr>
<td></td>
<td>Year 4</td>
<td>Revisions to plan</td>
</tr>
</tbody>
</table>

3-5 pieces of evidence

Description of evidence
Attach artifacts or course completion documents

**Final Reflection Summary**

**Final Verification**

All educators must have their PDP verified by a PDP team of 3 members, where a majority (2 out of 3) must verify the successful completion of the PDP.
Beginning the PDP process

1. Create an ePDP account with MMSD
   There are many ways to get there:
   - Create an ePDP account with MMSD
   - Go to http://services.education.wisc.edu/wecan/
     and follow the prompts.

   - Click “Educators-MMSD only”
   - Click “Create an Educator Account”
   - Select “Madison Metropolitan School District”
   - Enter your Employee Key Number (your “B” number)
   - Enter your full email address
   - Create a name for your PDP account. Write down your PDP account name: _______________________________
   - Create a unique password that you can easily remember.
     Write your PDP password: ______________________________

   - Verify your biographical information.
     - Follow the link to find your DPI file number
     - Click your present licensure stage
     - Click the license category of your current job, even if you hold a license in another category
     - Save biographical information
Self-Reflection

Step I- Preparing to Write PDP

Did you engage in reflection in advance of writing your goal? (You are not required to include this reflection as part of the goal approval process)

| Yes | No |

Self-Reflection:
Do not upload your self-reflection, but keep it with your personal professional files for future reference. It is intended that educators use the entire first year of their 5-year license cycle to reflect on their professional practice so that the professional growth plan is meaningful. This step constitutes the foundation of your plan.

Reflection Prompts:
- What are you noticing with yourself and your students? (General joys and concerns)
- What would you like to improve?
- What are you noticing about your strengths in the WI standards?
- What are you noticing about your student’s performance? (Social, emotional, academic and behavioral)
- What would you like to see yourself doing 5 years from now that you aren’t doing now?
- If you did that, what would you see your students doing that is different from what they are doing now?

“Be a reflective teacher. Honestly look at what you do from time to time. Evaluate the purpose of your role as a teacher.”

-Robert John Meehan
Writing the Plan

Step II- Part A. Description of School and Leadership Situation

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you include a description of your teaching, administrative, or pupil services position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include the number of years you have taught, been an administrator, or been in pupil services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include whether the school is located in an urban, suburban, or rural setting?</td>
<td></td>
<td></td>
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<tr>
<td>Did you include the ethnic, special needs, and socioeconomic makeup of the school population?</td>
<td></td>
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</tr>
<tr>
<td>Did you include your building goals/mission</td>
<td></td>
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</tr>
</tbody>
</table>

Click “Edit Your Description.” You are limited to 700 words.

1. Clearly state the date of the school year when you identify how many years you have been teaching. For example: The 2015-16 school year is my ______ year of teaching.

2. Avoid using words such as “This is my seventh year of teaching.” Because the review team does not always know the date when you wrote the description, they do not know what year referred to as “this year” and cannot determine which year of your license cycle is being referenced.

3. Remember to use the word urban. For example: ____________ school is a diverse urban school in the Madison Metropolitan School District.

4. Click on “District Statistics” List the statistics for every ethnicity, special needs and English Language Learners, and socioeconomic makeup of the school’s population. For example: The school’s student demographics are as follows: ____.

5. List the mission and school improvement plans. These are available online. For current school mission, check with your principal or a teacher leader at your school.

6. Click “Edit Review Checklist” Double-check that you have included each part in your description. Click “Save Checklist”. Close the Window.

7. Click “Save Description”. Return to the Main Menu.
### Reflection Prompts
- What is your school’s demographic data?
- What are your school’s mission and goals?
- Who might you seek at school who would know this?

### Step II- Part B. Description of Goal(s)

| Did you state how your goal will impact your professional growth? | Yes | No |
| Did you state how your professional growth will have an effect on student learning? | Yes | No |

Write just one goal. State your goal in one sentence using the following stem:

“I will ___________ (describe what you, as the professional, want to learn and implement) so that ___________ (describe the impact of your professional growth on student growth).”

Select a goal that will apply to you regardless of wildly changing job situations that could occur over the next few years. Your goal should be:

- based on challenges determined through reflection of the first year as a teacher, pupil services educator or administrator.
- supportive of your school mission and school improvement goals
- written broadly enough to engage your interest for 4 years as well as be adaptable to a change in your teaching assignment.
- stated in ways that make growth measurable.

### Reflection Prompts: The Goal
- What do you desire to learn that would be so compelling as to inspire your growth professionally AND have a positive impact on students?
- What is it you desire to do?
- How will you grow? Describe what this will look like?
- What effect would this have on students?
- Describe what would be different with students?
- Describe what would be different with your performance five years from now?
- Will you be able to collect documents of evidence that can show this growth and the effect on students?
- Would this goal still be appropriate if your job changed to another location, subject area or grade level?
Step II- Part C. Rationale for the Goal(s)

| Did you include a rationale for how the goal connects to your school/teaching/administrative/pupil services situation? | Yes | No |
| Did you use wording from the Wisconsin Educator Standards that you will focus on to meet your goal. (Must select two or more) | Yes | No |

The reasons for choosing your goal should be based on what you learned by reflecting on your first year of teaching and should be consistent with your school’s/district’s mission and improvement plans.

- Refer to what you learned by your reflection. Describe what is happening now that makes you want to change.
- In your own words, describe the 2 standards you’ll focus on as you progress.

Select TWO Wisconsin Teaching Standards met by this goal:

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal
and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

### Reflection Prompts: The Rationale

- Connect the goal to your present situation and why you want to grow.
- What is happening now that makes you want to change? How often is this happening?
- Clarify why you want to see this change.
- Which two standards will you focus your growth on as you work toward the goal?

### Step II- Part D. Plan for assessing and documenting the Goal(s)

| Did you include the anticipated artifacts that you will collect to document your professional growth? | Yes No |
| Did you include the anticipated artifacts you will collect to document the impact of your professional growth on | Yes No |

Determine what can you collect that will show:

- the changes you are making to grow as a professional over time
- the effect your professional growth on student learning

Possibilities:

- Lesson plan changes you have made
- Journal entries
- Video taken over time
- Comparisons of your work over time
- Student learning data
- Behavioral data
- Work samples
- Rubrics
1. Click “Enter Plan”
2. Write a description of your plan for documenting your growth. For example:
   i. I will document my professional growth with the following evidence: 
      ________________.
   ii. I will collect the following artifacts to verify the impact of my professional 
       growth on student learning: ________________.
3. Click “Save and Return to View Plan Page”
4. Click “Edit Review Checklist” Double-check that you have included each part in your 
   description. Click “Save Checklist,” close the window, and return to the Main Menu.

Reflection Prompts: Plan for Assessing and Documenting Your Goal
- What will you collect that will demonstrate the changes you made OVER TIME related to the 
  goal?
- What can you collect along the way to provide evidence of the changes you made over time?
- What can you collect along the way to show the effect of your growth on student learning?

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### Step II- Part E1. Plan to meet the Goal(s)

<table>
<thead>
<tr>
<th>Did you include objectives that directly address the goal?</th>
<th>Yes  No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you include a minimum of two objectives that are observable and verifiable?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

### Step II- Part E2. Plan to meet the Goal(s): Activities and Timeline

<table>
<thead>
<tr>
<th>Did you align your activities with your goal and objectives?</th>
<th>Yes  No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you extend the activities through multiple years of the PDP?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Did you state a timeline for the activities?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

### Step II- Part E3. Plan to meet the Goal(s): Collaboration

| Did you include collaboration with others in your plan? | Yes  No |
1. **Write 2 – 3 Objectives** that are specific, observable, verifiable, and result in the accomplishment of your goal. Possible focus for three objectives:
   - increase your knowledge and skills
   - implement your new knowledge and skills
   - collect data, analyze, and make revisions

2. **Include several activities** to accomplish each objective so that you reach your goal. Possibilities for activities:
   - Meet with a mentor.
   - Serve on the school’s literacy team.
   - Meet with accomplished people in education.
   - Shadow / observe others.
   - Complete a course.
   - Try a new approach and document the results.
   - Participate in readings, watch videos, and search the web.

3. **Timeline for activities:** As you consider the activities, plan a sequence for accomplishing them. Dates should show a learning / implementing sequence over at least three years. Use specific months and years, such as September 2014 to April 2015. Avoid using the words ongoing or every semester.

4. **Describe the collaboration** involved in each activity. Include the position or title of the colleagues rather than specific names. Collaboration with adults must be included in the plan, but may not be appropriate for every activity.

5. **Click “Edit Review Checklist”** – Double-check that you have included each part in your description. Click “Save Checklist”. Close the Window. Return to the Main Menu.

---

**Reflection Prompts: Objectives and Activities**

- **Objective 1**: What do you need to know to increase your knowledge and skills related to the focus of your goal? What courses, workshops, books and resources will you need? What else do you need to learn/change?
- **Objective 2**: How will you implement the knowledge and skills in your classroom/job/work? What steps do you need to take to put this into action?
- **Objective 3**: What will you need to do to collect data to revise/assess and analyze your progress towards your goal? How frequently will you assess? What assessments will you use?
- **Who could collaborate with you on some of these actions?**
Congratulations, your plan is complete!

Next steps
For Initial Educators:
- Submit your plan for review
- When it is approved, continue Steps III and IV as describe in the next section
- If it is not approved, log back in to see the reviewer’s comments and revise accordingly. Then re-submit for review.

If you are using the MMSD WECAN System, PDPs will be assigned to reviewers on the following dates in 2015-16 and must be submitted by 8:00am on the date of the review:
- October 1, 2015
- December 1, 2015
- January 1, 2016
- March 1, 2016
- May 1, 2016

For Professional Educators:
- You do not need to submit your plan for review. Click “Go to Implementation and Annual Review Menu.”
Step III- Annual Review of the PDP- Review Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you include in your reflection how you grew professionally and how your professional growth had an effect on student learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include any revisions to your objectives or activities (if needed)? Check Yes if no revisions were needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include an annual review for each year of the licensure cycle except for the first and final?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

1. Annually, during years 2, 3, and 4, write a reflection of your progress toward the goal.
2. Click “Add a New Entry” Consider this sentence stem: “In this past year, I have grown as a professional in the following ways...and this has impacted students in the following ways...” Provide explicit examples.
3. If you need to revise the objectives or activities, click “Continue to Revision Page”. Describe the revisions and save the entry.
4. If your work situation has changed and you no longer work at the same location, describe this in the Revisions page. Do not go back to the beginning of your PDP and change the description of your work situation – that is meant to be a permanent historical segment.
5. Return to the Main Menu.
6. Click “Activity Completion Dates”
7. Click “Edit Dates” Add the dates you completed each activity. Click “Save and return to Objectives and Activities.”
8. Click “Edit Review Checklist” – Double-check that you have included each part in your description. Click “Save Checklist”. Close the Window. Return to the Main Menu.

“We do not learn from experience... we learn from reflecting on experience.”

- John Dewey
**Reflection Prompts: Annual Review – Years 2, 3, and 4**
- Considering your PDP goal, what are you doing differently as a professional compared to a year ago?
- What result is that change having on students?
- How do you know if the changes you have made are worthwhile for you and your students?
- What mis-steps have you made that resulted in professional growth?
- In what ways have you grown over the last year, and how is that growth impacting students?
- What evidence do you have that you are continuing to learn as a professional?
- What PDP activities have you completed and how have they impacted your learning?
- Have there been any changes to your job situation that would affect the goal, objectives or activities you identified in your PDP?

**Step IV- Part A. Evidence of Completion of the Plan**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you provide three to five pieces of evidence? (an artifact alone is not evidence – detailed description/reflection + artifact = evidence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include a description of how your evidence verifies your professional growth?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did you include a description of how your evidence verifies the impact of your professional</td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

You’ve already thought about this!
Return to your **Plan for Assessment and Documentation of your Goal**. Are those ideas for evidence and documentation still relevant and applicable?

You will provide a total of 3-5 pieces of evidence in your entire PDP. You do not need to prove that you accomplished each activity. Instead, select the most exemplary evidence that documents your professional growth and evidence that documents the effect on student learning. Possibilities of evidence:

- Samples of work, surveys
- Assessment data (or grades)
- Journal summaries
- Curriculum adaptations
- Summaries of mentor comments
- Successful course completion
1. Click “Ongoing Documentation of Successful Completion of the Plan”
2. Click “Add a New Entry” Select the appropriate category from the drop-down menu. Use this sentence stem, “This evidence documents my professional growth (or student growth) in this way_____.” Provide a very brief justification.
3. Indicate the date of the evidence.
4. Select the evidence type. Continue to next page and follow directions on the screen.
5. Click “Edit Review Checklist” – Double-check that you have included each part in your description. Click “Save Checklist”. Close the Window. Return to the Main Menu.

**Reflection Prompts: Evidence of Completion**
- Considering your PDP goal, what are 3-5 artifacts that demonstrate your growth as a professional?
- Review your plan for assessment – what did you plan to collect that would document your growth and the impact of your growth on students’ learning?
- Are there additional pieces of evidence you now have that you believe exemplify your growth toward your goal?
- How has your practice changed since you began the PDP 5 years ago? What examples do you have?
- What have you learned and how do you know you have learned it?

**Step IV- Part B. Summary and Reflection Statement**

| Did you describe how you grew professionally in the Wisconsin Educator Standards identified in your plan? | Yes  No |
| Did you describe the effect of your professional growth on student learning? | Yes  No |
| Did you describe how you collaborated with others? | Yes  No |
| Did you fill in completion dates for all objectives | Yes  No |
1. Click on “Summary and Reflection Statement,” then “Edit Your Statement”
   - Write a description about how you grew professionally related to the standards you identified.

   For example, “I have learned how to incorporate many new strategies, including various iPad apps to enhance student learning in literacy, systematic grouping based on student interest, providing new opportunities for students to create projects based on problem posing. This new growth aligns with standard #4 (Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including technology, to encourage children’s development of critical thinking, problem solving, and performance skills.)”

   - Describe in detail the effect of your growth on student learning.
   For example, “As a result of my use of the new strategies outlined above, my students are showing growth in literacy as evidenced by the MAP assessment. Tardiness and absenteeism have improved as well.”

   - Discuss the achievement of your goal and how you collaborated with others.
   For example, “I’ve worked hard to collaborate with my team members and the other teachers in my building. We have created a system of sharing our lesson plans and strategies so that we can create common expectations for our students. The feedback and ideas they have provided have been helpful as I learn the new technology.

2. Click “Edit Review Checklist” – Double-check that you have included each part in your description. Click “Save Checklist”. Close the Window.

**Reflection Prompts: Summary and Reflection Statement**

- Considering each of the two standards you identified in your plan, what are some examples of the ways you have grown as a professional?
- Compared to when you began the PDP, what are you doing now that’s an improvement in your practice?
- How is student learning impacted by your new knowledge and skill?
- What are you seeing students do differently now than what they were doing when you began this plan?
- Who did you work with in order to complete the work of your plan? Who were your thinking partners and collaborators?
- What made that collaboration valuable?
- What insights do you have about working with colleagues over the last few years?
Congratulations, your PDP is complete!

Next Steps:
Submit your PDP for review. When you are ready to submit, click “Submit Completed PDP.”
You will receive an email when the reviewers are finished, about 3-4 weeks after the next published review date.

PDPs will be assigned to 3 trained peer reviewers on the following dates in 2015-16 and must be submitted by 8:00am on the date of the review:
October 1, 2015
December 1, 2015
January 1, 2016
March 1, 2016
May 1, 2016

Once your PDP is verified by the review team:
1. Log back into your PDP and click “Submit Verification Form to DPI”
2. Complete the required forms (consult DPI web site) and submit them to DPI along with your payment.
3. You will need an Employment Verification Form – please email Sarah Desmond (sjdesmond@madison.k12.wi.us) and ask for a completed form to be emailed to you.
4. Download and print the Request for Professional Advancement Credit (PAC) if applicable. Fill it in and submit it to Sue Gorud, PLLD Department, Doyle.
5. Log back in to your PDP at any time to check on the status of your review.
Professional Advancement Credits (PACs) and your salary

What are they?
Professional advancement credits are used advance on the salary schedule. The credit may be an academic credit given by a college or university (usually for a fee), or a credit that has been established by the district and awarded for participation in a district-sponsored course or committee (at no cost to the participant).

What are they used for?
PACs act like academic credits in allowing you to cross the salary schedule horizontally and vertically for Improvement or Incentive Levels. When they are used, 1 PAC = 1 University Credit.

Are PACs as useful as college/university credits?
Both academic credits and/or professional advancement credits are accepted for vertical movement on the teachers' salary schedule and may be used for track transfer to Tracks 2 (BA+12), 3 (BA+24), 5 (MA+12), and 6 (MA+24). Only academic credits will earn placement on Tracks 4 (Master’s Degree), 7 (Masters + 48 Academic Credits) and 8 (Ph.D., MFA or 2nd Masters).

What are Improvement/Incentive levels, and how would they apply to me? To advance on the salary schedule beyond levels 8.0, 12.0 and 15.0 (vertical, longevity-related), bargaining unit members must earn six (6) professional advancement credits every four (4) years to cross an improvement level and earn three (3) professional advancement credits every two (2) years to cross an incentive level.

How can I get more information about this? Here’s the PD Department's page with information about PACs: https://staffdevweb.madison.k12.wi.us/pacinfo.htm

Salary Schedule Link for 2015-16:
https://hr.madison.k12.wi.us/
Request for Professional Advancement Credit (PAC) for Professional Development Plan (PDP) Completion

Did you...

Earn 6 or more PAC or academic credits that were submitted as evidence in your PDP? If yes, you have already been awarded the maximum credits for your PDP. You do not need to submit this form. Requests for credit must be submitted within one calendar year of PDP completion. Requests outside of this window will not be considered timely and credit will not be granted.

Your Information

Last Name: ___________________    First Name: _______________________

Employee B Number: ___________     Work Location: ___________________

<table>
<thead>
<tr>
<th>PAC Calculation</th>
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<tbody>
<tr>
<td>Enter the number of credits you earned and submitted as evidence within your PDP:</td>
</tr>
<tr>
<td>Subtract this number from 6 and enter the result here:</td>
</tr>
<tr>
<td>This is the number of PAC credits you can be awarded for approval of your PDP.</td>
</tr>
</tbody>
</table>

What date was the final approval of your PDP granted? ___________________

Signature: ___________________________     Date: _____________

For district use only:

Date Received: ____________     # of Credits Approved: __________________

Signature: ___________________________     Date: ______________

Comments: ___________________________________________________________________

Submit to:
Department of Professional Learning and Leadership Development
Attn: Sue Gorud
Doyle Room 135E